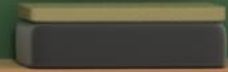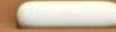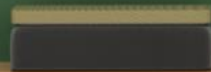# Planning for Interim Assessments

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# Interim Assessments by Smarter Balanced

- Interim Comprehensive Assessment (ICA)

- Interim Assessment Blocks (IAB)

  - Both fixed form for 2014-15

- Not for school/ student accountability purposes

- Not for teacher effectiveness measurement

- These are not Idaho State required assessments

- Grades 3-8 and HS (11)

# Timeline for Interim Assessment availability

| November 25, 2014 | November 26, 2014 | December 15, 2014 | December 30, 2014 | January 6-8, 2015 | February 2015 | March 30, 2015 |
|---|---|---|---|---|---|---|
| Idaho Test Portal goes live (AIR) | ICA test packages available to states | Idaho Bias and Sensitivity committee convenes<br>*Senate Bill 1396 Idaho Code 33-133* | IAB test packages available to states | Bias and Sensitivity committee final meeting | Final State Board approval on items | Summative Test window open |

# Interim Assessment



**Interim Assessment Statement of Purpose**

**Statement of Purpose for the Smarter Balanced Interim Assessment**

The Smarter Balanced Assessment System has three major components: end-of-year *summative* assessments designed for accountability purposes; a suite of tools and resources that support classroom-based *formative* assessment practices; and *interim* assessments designed to support teaching and learning throughout the year by providing:

1. Meaningful information for gauging student progress toward mastery of the skills measured by the summative assessments; and

2. Assessments of the Common Core State Standards, which can be used at strategic points during the school year.

The items on the interim assessments are developed under the same conditions, protocols, and review procedures as those used in the summative assessments. Therefore, they assess the same Common Core State Standards, adhere to the same principles of Universal Design in order to be accessible to all students, and provide evidence to support Smarter Balanced claims in mathematics and English language arts/literacy. The items for the interim assessments are stored in an item bank that is separate from the item bank that supports the summative assessments. There are no security expectations for the items in the interim assessment item bank, and the interim assessments are not intended to be used for accountability purposes.

# Interim Assessments



## Smarter Balanced Assessment Consortium

## Interim Assessment Structure and Understandings

| | Interim Comprehensive Assessments (ICAs) | Interim Assessment Blocks (IABs) |
|---|---|---|
| **Description and Purpose** | The ICAs will meet the blueprint of the summative assessment. They provide teachers with information on a student's<br>1. general areas of strength or need based on the Common Core State Standards (CCSS), and/or<br>2. readiness for the end-of-year summative assessment. | The IABs are short, focused sets of items that measure several assessment targets. Results provide teachers with information about a student's strengths or needs related to the Common Core State Standards (CCSS).<br>The number of blocks varies by grade and subject area. There are between five and seventeen blocks per subject per grade. |
| **Anticipated Administration Conditions** | The interim assessments can be administered at any time during the school year. The item bank in the initial rollout of the interim assessments will be limited in depth. Therefore, if ICAs and IABs are administered more than once to the same students, individuals may be exposed to the same items several times. | |
| **Grades Supported** | Grades 3, 4, 5, 6, 7, 8, and high school<br>• Assessment administration is not constrained by grade level (e.g., a fifth-grade ICA/IAB can be administered to grades above or below fifth grade).<br>• The high school ICAs are constructed to be consistent with the grade 11 summative blueprints. High school IABs are constructed to focus on content that would be appropriate across grade levels. Schools or districts may choose to administer the high school interim assessments in grades 9, 10, 11, and/or 12. | |
| **Interim Assessment Blueprint Characteristics** | The ICAs are consistent with the associated summative blueprint.<br>• ICAs will be provided as fixed forms.<br>• ICAs will also be adaptive when item counts are adequate. | IABs assess the same targets by grade level as are specified in the summative blueprints.<br>• IABs will be provided as fixed forms and will be available as item counts support.<br>• IABs will also be adaptive as appropriate by content and when item counts are adequate. |
| **Item Specifications** | Items used in the interim assessments were developed and field tested to meet the same quality criteria that are used for summative item development. | |
| **Item Pool** | Items for the interim assessments have been administered in the Field Test with all appropriate reviews and | |

Note: This array of interim assessments will be available dependent upon item availability in the interim item pool. Additional items will be field tested in 2014-15, expanding the size of the interim item pool.

# Definition (Crane 2008)

Assessments administered multiple times during a school year, usually outside of instruction, to evaluate students' knowledge and skills relative to a specific set of academic goals in order to inform policymaker or educator decisions at the student, classroom, school, or district level. The specific interim assessment designs are driven by the purposes and intended uses, but the results of any interim assessment must be reported in a manner allowing aggregation across students, occasions, or concepts.

(p. 2) Council of Chief State School Officers' (CCSSO) collaborative on Technical Issues in Large-Scale Assessment (TILSA), Crane (2008)

# Smarter Balanced Interim Assessments

- ❑ Psychometric scrutiny of items
- ❑ Aligned to Idaho Core Standards
- ❑ Use the same item types, blueprints and delivery system as the summative
- ❑ Are paid for by the State of Idaho for district use
- ❑ Make no predictability claims
- ❑ Out of program assessments

# Questions a district should discuss

Make decisions based on their consensus

**Rationale** → What is the purpose of these assessments? What are our goals for using Interim Assessment? Can we articulate the valued outcomes to stakeholders (includes teachers and students)?

**Role** → Can we explain how these assessments fit into our comprehensive assessment system? What buy-in from stakeholders is needed?

**Data** → Who will use the resulting information? Who will interpret the data? How will it be shared with students, teachers, parents, stakeholders?

**Actions** → What action steps will be taken based on the results of the data? Personnel, curricular, program changes? How will student learning be affected?

**Delivery** → Who will administer tests? How often? To what grades? Under what conditions? Who will score the hand scored items?

# Interim Assessment Blocks

IABs

| | | |
|---|---|---|
| Grades 3-5 | 9 Blocks | |
| Grades 6-8 | 9 Blocks | → **ELA LITERACY** |
| HS | 8 Blocks | |

| | | |
|---|---|---|
| Grade 3 | 5 Blocks | |
| Grade 4 | 6 Blocks | |
| Grade 5 | 6 Blocks | |
| Grade 6 | 6 Blocks | → **Mathematics** |
| Grade 7 | 6 Blocks | |
| Grade 8 | 5 Blocks | |
| HS | 17 Blocks | |

Interim Assessment Structure and Understandings

# Comparison of ISAT and Interim Assessments

## ISAT BY SMARTER BALANCED

- Take place outside of learning
- Aligned to Idaho Core Standards
- Comprehensive

- Computer adaptive

- Uses Smarter Balanced created and tested items
- Computer scored ~hand scored by the state

## INTERIM ASSESSMENTS

- Take place outside of learning
- Aligned to Idaho Core Standards
- ICA or IAB uses same blueprint as ISAT
- Computer adaptive as available item counts are adequate
- Uses Smarter Balanced created and tested items
- Computer scored ~ hand scored by district*

# Reporting
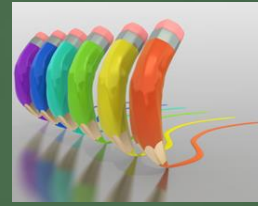


## ICA

- Overall scale score same as summative assessment
- Claim Level
- ISR and Grade by School

## IAB

- Report design still being finalized
- Similar to Claim level
- ISR – Individual Score Report
- Results by grade for a SCHOOL

- Results available in reporting system 24–72 hours of completion
- Smarter Balanced Reporting System Overview  9/22/2014
- Preliminary Summative Blueprints Supporting Document 9/16/2–14

# Achieve

- Reflect and Plan

- Conduct the Inventory

- Analyze the Inventory

- Make recommendations

http://www.achieve.org/assessmentinventory
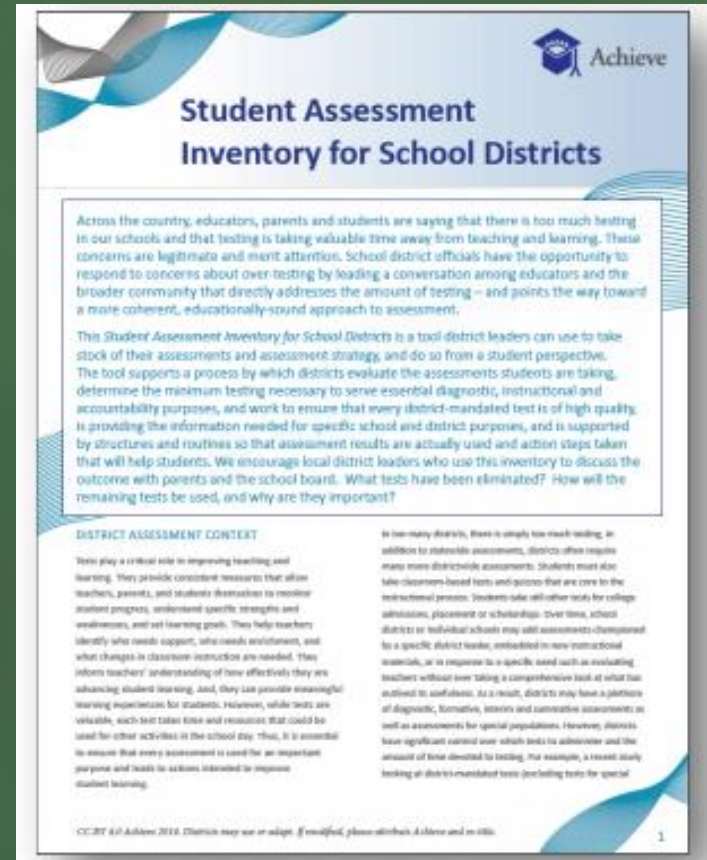
# Resources

- [Building an Interim Assessment System: A Workbook for School Districts, CCSSO 2010](#)

- Moving Toward a Comprehensive Assessment System:   Perie, Marion, and Gong (2009)

- Interim Benchmark Assessments: Are We Getting Our Eggs in the Right Basket? Judith Arter (2010)
[http://www.sde.idaho.gov/site/formativeInterim/docs/Interim-Benchmark-Assessments-Paper.pdf](http://www.sde.idaho.gov/site/formativeInterim/docs/Interim-Benchmark-Assessments-Paper.pdf)

- Smarter Balance Interim Assessment
[http://www.smarterbalanced.org/interim-assessments/](http://www.smarterbalanced.org/interim-assessments/)

- Idaho State Department of Education
[http://www.sde.idaho.gov/site/formativeInterim](http://www.sde.idaho.gov/site/formativeInterim)

- CCSSO High Quality Summative Assessment Principles, October 2013

# Contact

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